

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, teaching's world is talking actively about transformation of new teaching paradigm especially by the teachers for the teaching of English. They are talking about teaching technique or teaching method, the achieving result of teaching and changing the student of behavior. Transformation of new teaching paradigm has the goal to produce the productive, creative, innovative and affective students with behavior, skill and knowledge. So, to improve it, in teaching learning process teacher must use different way. On other hand, the success of teaching is related to learning objectives, learning media, learning process, learning method and learning approach.

Indonesia as education central is realizing a paradigm's change from traditional educational system modified into modern educational system. In traditional educational system, the teacher becomes centered learning and provides all of the information. The students just listen to the teacher from the beginning after the end of the lesson. It causes the students cannot develop with their ability and easily get bored. So, education in Indonesia is attempting to a change educational system to change the teaching learning process which is more fun and the students becomes centered learning. This change makes the students easily and more active in their study.

The teaching success in Indonesia is still far away from beyond the expectation. According to Fauziati (2014: 156), the goal of learning should be to develop the students' competencies namely: attitudes, knowledge, and skills that are elaborated in each education unit. The fact shows that if the teacher is more active than students, the learning process will not develop an interaction between

the teacher and the students, so that the teacher just needs the mutual answer that they claim it is right and the students cannot develop their own knowledge. Teaching in Indonesia has also weakness. The teacher does not give enough knowledge about technologies needed in Indonesia. Hence, the next generation cannot develop their ability. To sum up, the schools in Indonesia is slow to compete with other country.

English has been taught in all types of schools, especially junior high school. Junior high school is the beginners after elementary schools. The students of junior high school are aware that the education is very important, but the students need some transformation in learning, such as: new media, interesting material and method. According to Fauziati (2014: 155) teaching learning processes in the education unit which should maintain interactive, inspiring, fun, challenging, motivating learners to actively participate. It also provides enough space for initiative, creativity, self-reliance, talents, interests, and physical and psychological development of the students.

The traditional paradigm in education has been changed to new curriculum, called 2013 Curriculum. This reform is based on Ministry of Education Regulation No. 32 Year 2013 about the change of Ministry of Education Regulation No. 19 Year 2005 about the National Education Standards. The 2013 curriculum replaced the previous one, that is KBK (*Competency Based Curriculum*) which becomes reference and orientation for education implementing to develop knowledge, skill, and behavior in all of education, especially in school education. The 2013 Curriculum needs collaboration between all of teacher to improve success in 2013 Curriculum. With the new curriculum, it is expected that Indonesia can promote its national education. The new curriculum, among other things, is intended to authorize teachers to develop down to earth learning activities relevant to the learners' need, based on actual

condition of the school, and the necessity to link it to the environment. This approach is called a scientific approach.

According to Handelsman, et al., (2004: 521) in Fauziati (2014: 154) scientific teaching approach is a pedagogical approach used in classrooms whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. It means a pedagogy which best enables students to have experiences in the process of building knowledge.

Scientific approach has been implemented for primary and secondary education in Indonesia with the enactment of the 2013 curriculum. It is materialized in a learning cycle which comprises of five main steps, namely: observing, questioning, collecting information or experimenting, associating or information processing, and communicating. (Fauziati (2014: 157))

Scientific approach is applied in SMP Muhammadiyah 7 Surakarta. There, before learning process the teacher explained that the method used is scientific approach. Sometimes the learning process is also conducted outdoor. According Whewell (1859) in Fauziati (2014: 153) the scientific process is as follows: (1) Formulation of a question, that is, the explanation of a scientific observation; (2) Hypothesis: this is a conjecture (the information of opinions based on the knowledge obtained while formulating the question that may explain the observed behavior; (3) Prediction: this step involves determining the logical consequences of the hypothesis. One or more predictions are selected for further testing; (4) Testing: this is an investigation of whether or not the observed behavior is true as it is predicted by the hypothesis. This can be done by conducting experiments; (5) Analysis: it involves determining what the results of the experiment show and deciding on the next actions to take. So, the learning

process is more interesting and the students learn a practical, useful approach to solve problems and answer questions scientifically. However, the fact shows that not all of English teachers in SMP Muhammadiyah 7 Surakarta understand about this approach in teaching English. It causes socialization about 2013 curriculum, especially scientific approach is not enough. There are some classes in eighth grade of SMP Muhammadiyah 7 Surakarta. Not all of the students can apply this approach in learning process.

SMP Muhammadiyah 7 Surakarta implements the scientific approach. Scientific approach is applied to help students understand about material and make them have high critical thinking, more active, more positive and more independent and to develop their achievement. It can be seen at SMP Muhammadiyah 7 Surakarta which is always superior from the competition in Surakarta. So, scientific approach is an approach in 2013 curriculum to make students better in learning process in SMP Muhammadiyah 7 Surakarta.

Based on this explanation, the writer wants to know more details about how the implementation and the procedures of teaching English using scientific approach. In this research, the writer makes a research entitled **“THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH OF 8TH GRADE AT SMP MUHAMMADIYAH 7 SURAKARTA IN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY”**.

B. Problem Statement

The problem of the study is “How is the implementation of scientific approach in teaching English of 8th grade of SMP Muhammadiyah 7 Surakarta?”

To explain the problem statements, the writer arranges the research questions as follows.

1. What is the learning objective for teaching English?

2. What is the role of instructional material in teaching English?
3. What are the classroom procedures in teaching English?
4. What are the classroom techniques of the process in teaching English?
5. What is the media used by the teacher in teaching English?
6. What are the teachers' roles in teaching English?
7. What are the students' roles in teaching English?

C. Limitation of the Study

In order that the research is focused, the writer limits this research as follows:

1. The subjects of this research are the English teachers and the students of the 8th grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year.
2. The object of this research is the teaching learning process of English using scientific approach at the 8th grade students on second semester in class of SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year.

D. Objective of the Study

From the problem statement above, the objective of the study are to:

1. Know the learning objective of teaching English at 8th grade.
2. Know the role of instructional material for the 8th grade in teaching learning process.
3. Know and describe the classroom procedures in teaching English by using scientific approach.

4. Describe the classroom technique of the teaching learning process in English using scientific approach.
5. Describe the media used by the teacher in teaching learning process using scientific approach.
6. Describe the teachers' role in teaching learning process using scientific approach.
7. Describe the students' role in teaching learning process using scientific approach.

E. Benefit of the Study

The writer hopes that this research will give some benefits needed to everyone and will be meaningful. There are two kinds of benefits in this research: theoretical and practical.

1. Theoretical Benefit

The research gives description of the implementation of scientific approach in teaching English. In addition, it is hoped to support ability and to motivate the students to write the texts.

2. Practical Benefit

- a. Scientific approach for the teaching of English, gives some benefit for the students. It can be used to increase their ability to make a test covering knowledge, skills, creativity, and attitude.
- b. This approach is the new main tool in teaching English skill, so it can make the process of teaching learning more interesting, various and scientifically.

F. Research Paper Organization

The researcher is going to discuss the study in five chapters. Chapter I is introduction which includes the background of the study, research problem, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature. It discusses previous study, theoretical review dealing with two concepts: first, teaching English which covers notion of scientific approach, and kind of English complements. First is scientific approach which covers notion of scientific, the notion of approach, and the notion of scientific approach. Second is the kind of English complements which covers from the problem statement, there are learning objective, the role of instructional material, classroom procedures, classroom techniques, media, teacher roles, and student roles.

Chapter III is research method. It deals with type of research, place and time of the research, subject and object, data and data source, method of collecting data, technique of data analysis and technique of checking the data credibility.

Chapter IV is research finding and discussion. The researcher will describe the implementation of scientific approach in teaching English at SMP Muhammadiyah 7 Surakarta.

Chapter V is conclusion, pedagogical implication and suggestion. Beside the last part, the researcher presents bibliography, virtual references and appendix.